

INVESTIGATION OF IN-SERVICE AND PRE-SERVICE MUSIC TEACHERS' HABITS AND PURPOSES OF USING SOCIAL MEDIA*

Assoc.Prof.Dr. Hasan Hakan OKAY

Balıkesir University, Necatibey Education Faculty, okay@balikesir.edu.tr, Balıkesir/Turkey

Prof.Dr. Ahmet Serkan ECE

Bolu Abant İzzet Baysal University, Education Faculty, eceserkan@gmail.com, Bolu/ Turkey

Assoc.Prof.Dr. Zafer KURTASLAN

Necmettin Erbakan University, Ahmet Keleşoğlu Education Faculty, zkurtaslan@gmail.com, Konya/ Turkey

ABSTRACT

The purpose of the present research is investigating in-service and pre-service music teachers' habits and purposes of using social media. Researchers created survey questions in order to define participants' habits, and they utilized some questions from the scale developed by Karal and Kokoc (2010) with their permission. Obtained findings were analysed through frequency analysis. In the scope of the present research, 160 music in-service or pre-service music teachers, who study or graduated from 26 different universities participated.

According to the findings of the present research, the habits of in-service and pre-service music teachers are as follows; they spend an important amount of their online time on the social media, they think they spare enough time to social media, they don't follow music and video contents, but they use video and music in the contents they share. Additionally, their purposes of using social media are; communicating with their friends, following educational groups and activities, sharing the content they like, and finding various information and ideas.

Keywords: Music, Music Education, Social Medya, İnternet, Technology

1. INTRODUCTION

The increase in the use of Internet, and the breakthrough in the information technologies resulted in that communication has gained a new meaning in the last two decades. "Usenet", created by Truscott and Ellis from Duke University in 1979, and "Open Diary" launched by Abelson couple in 1997, which is known as the first attempt of the social media as known today (Kaplan and Haenlein, 2010), are the previews of a new global communication trend.

Time Magazine chose "you" as the man of the year in 2006, which indicates that this change has spread to many areas. Internet approach, known as Web 2.0, indicated by this choice, draws our attention to an environment, which millions of people contribute to (Groosman, 2006). People now, can use a more socialized Internet through Web 2.0 tools, such as blogs, video sharing site, and social networks (Anderson, 2007). In a word, social media environments have evolved in a way, which enables people not only to have access to information, but also to share information, and to contribute to producing information.

Recently, social media environments have become a field of study for educators, due to the opportunities they present in terms of educational potential (Grant, 2008; Kayri, Çakır, 2010; Raihan, Shamim, 2013; Hoffman, 2009; Ophus, Abbott, 2009). According to Ozmen et al. (2012), McLoughlin and Lee (2007), define the possible uses of social networks, which can be seen as

* This article has been presented in ULEAD-2015 ULEAD Annual Congress (2015 5th International Conference on Research in Education- ICRE, "Meeting the Opportunities and Challenges of Educational Research: Multidisciplinary Approach to Educational Research) as an oral presentation.

pedagogical tools", in educational contexts as; a) social support and connectivity, b) cooperative information discovery and sharing, c) content formation, and d) knowledge and information clustering and content modification. These discussed uses are compatible with the principles of constructivist education approach, and share similar objectives with contemporary national educational system.

Some related researches found that university students used social media for educational purposes (Uysal, 2013; Acar, Yenmiş, 2014); while some other suggested the opposite (Yılmaz, 2014). For instance, one research conducted by Balaman and Karataş (2012) found that 87% of high school students used social networks (Facebook), however 94.9% of them thought social networks didn't contribute their learning. Educational use is the last on the list of purposes of using media among students (Filiz et al., 2014), and this ratio is nowhere near the expected level (Özbay, 2015). On the other hand, university students state that social media environments are useful for their educational processes, and believe that these should be integrated to the educational systems (Öztürk, Akgün, 2012). Additionally, it was found that methods using social media environments increased student achievement (Ekici, Kırıcı, 2012; Toğay et al., 2013; Sarsar et al., 2015; Öztürk, Tetik, 2015); effected educational and cultural adaptation positively (Ryan, Magro, Sharp, 2011), and increased cooperation between students (İşman, Albayrak, 2014). These findings are in agreement with the possible uses suggested by McLoughlin and Lee (2007).

An important finding of the researches related to the present research is related to gender variable. It was found that female students were more interested in social media use to access academic knowledge than male students (Ada, Çiçek and Kaynakyeşil, 2013; Mazman, Usluel, 2011; Koçer, 2012; Bostancı, 2010).

Students' using social media for obtaining and sharing academic knowledge purposes is related to their internalization of using the related environment for socialization, entertainment, communication etc. uses (Özgür, 2013; Mazman, 2009). Therefore, students who have tendencies to use social networks can be expected to use these for academic purposes as well.

It is possible to discuss the functions of social media environments in the music education in the light of all this information. According to Salavuo, "a social network platform in the field of music education (or different services) can include following opportunities:

- ✓ Sharing the music and ideas produced by the individuals, and therefore creation of a musical portrait,
- ✓ Showing the outer world (parents and others) what is and can be done,
- ✓ Sharing what is found on social bookmarking sites,
- ✓ Interacting with people who are considered to produce interesting things,
- ✓ Finding new people to cooperate, discovering what these people know and can do, and therefore enabling these to become a resource that can effect future learning,
- ✓ Finding information from the resources managed by other, and getting help in case of any problems
- ✓ Sharing lesson plans, experiences, materials and teaching ideas, and discussing classroom problems etc." (Salavuo, 2008).

These opportunities overlap with web 2.0 conception. As well known, the Internet has offered opportunities for individuals to share their own music and ideas with other bands and musicians (Salavuo, 2008). Draper (2008) argued that web 2.0 phenomenon had a pedagogical place in music technologies education, and this could be called as Music 2.0. Sastre et al. (2013) utilized the opportunities provided by web 2.0 in their studies on the integration of new educational technologies. Besides, Poor (2011) reported that he designed an online platform and utilized the opportunities offered by web 2.0 in order to start a music band.

“Social media technologies can enhance educational activities going beyond traditional classes and performance-centred classroom-examination models. Accordingly, they offer unique pedagogical opportunities for starting a very important change in music education” (Salavuo, 2008). The study in which Ruismäki et al. (2013) drew attention to the use of tablets, such as i-pads in educational settings for music education can be an example. Applications of polyphony theory, which constitutes an important dimension of art of music and its education, such as composition, and accompaniment playing have an important place in the field. Chong (2011) discusses that blog tools can not only train students but also contribute to their learning how to teach in the education of music theories and analyses. On the other hand, Waldron (2012a) draws attention to uses of YouTube in informal music education, while Rudolph and Frankel (2009; cited in Waldron, 2012b) emphasize the practical application of YouTube in school music. Uçar (2014) suggests that extraordinary performance videos, which pre-service music teachers watch in social media environments, can create a positive effect on the their motivation to play a musical instrument. Despite all these opinions, Gooding et al. (2014) found that high school students of music used Twitter very rarely for academic purposes. This finding can be considered as a case to be studied.

Besides all these, informal existence of music in social life is another subject to be studied on social media environments. The place and importance of informal education in music education is an acknowledged fact (Salavuo, 2008) and researchers should conduct their studies not only at school but also in extra school environments (Folkestad, 2006). The present research is on pre-service music teachers, and draws attention to the importance of social media environments as a basic music education material. Today, “music technology has been approaching increasingly closer to individuals, who haven’t had a formal music education, or cannot play any musical instrument” (Ruismäki and Juvonen, 2009). Therefore, the present research is important for it emphasizes the existence of the opportunities, presented by social media in terms of music education, in informal settings.

Within the framework of the information presented above, defining in-service and pre-service music teachers’ habits and purposes of using social media, and how often they use audio-visual materials, such as audio, video, clips, and photos, in their classrooms is considered to be seen as important by the educators, based on the idea that the more senses are activated in learning, the more effective the learning will be.

Most of the concepts created in human mind are acquired through ears and eyes (Binbaşıoğlu, 1996, cited in: Engin et al., 2009). Considering the importance of audio-visual materials in effective learning, as a result of the nature of music, audio and visual qualities of materials in social media environments have great pedagogical value. Within the extent of all information presented above, defining in-service and pre-service music teachers habits and purposes of using social media is considered as important in terms of the educators responsible for the realization of effective learning.

The purpose of the present research is defining in-service and pre-service music teachers’ habits and purposes of using social media environments.

2. METHOD

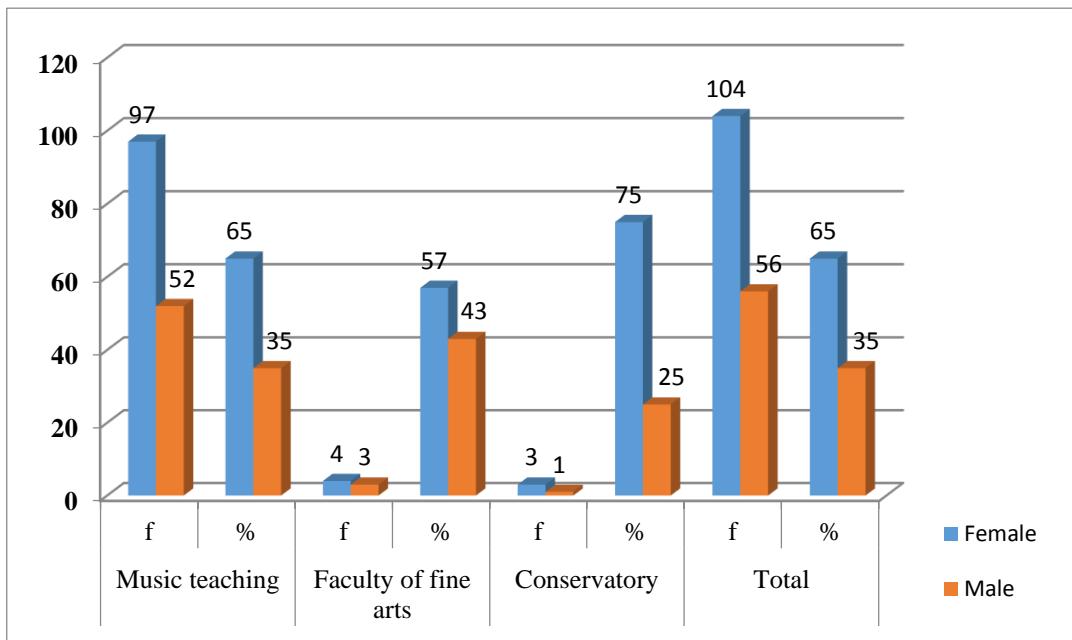
The present is a descriptive survey study, with the purpose of defining in-service and pre-service music teachers habits and purposes of using social media. Researchers created survey questions in order to define participants’ habits, and they also utilized some questions from the scale developed by Karal and Kokoç (2010) with their permission. The questions created by the researchers are related with the dimension of the present research, related with defining in-service and pre-service music teachers’ habits of using social media. The questions from the scale created by Karal and Kokoç (2010) are related with the dimension related to defining participants’ purposes of using social media.

In the context of the present research, an online data form was created and sent to undergraduate and post-graduate, and graduate students; and a total of 160 forms were filled in by the participants. Data

were analysed on statistics software through percentages, and accumulation points were presented in graphs in findings section in a way that is open to readers' interpretation.

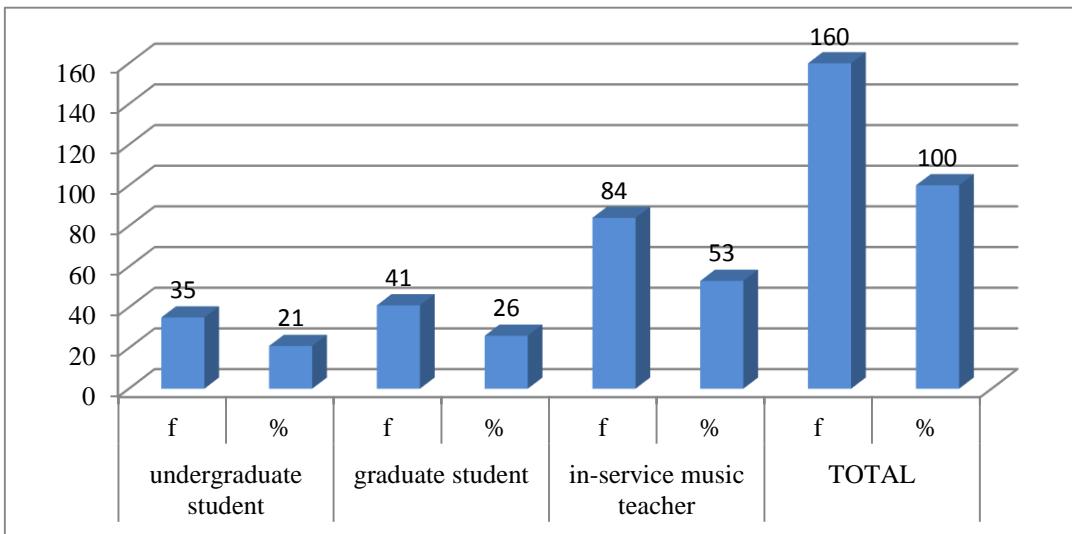
3. DEMOGRAPHIC FEATURES AND INTERNET USE OF THE PARTICIPANTS

Figure 1. Distribution of the participants and in-service music teachers according to their school they graduated and their gender type



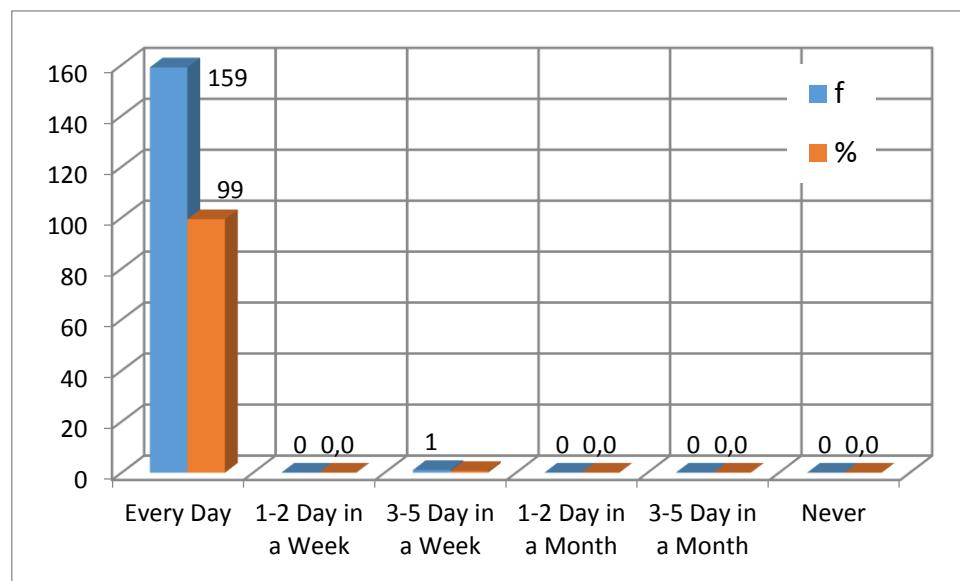
As can be seen in Figure 1, 65% of the participants are female, and 35% are male; while 35% of graduated of music teaching departments are male, and 65% are female; 43% of participants who graduated from or study at faculties of fine arts are male, and 57% are female; and 25% of participants who graduated from or study at conservatories arts are male, and 75% are female.

Figure 2. Distribution of in-service and pre-service music teachers



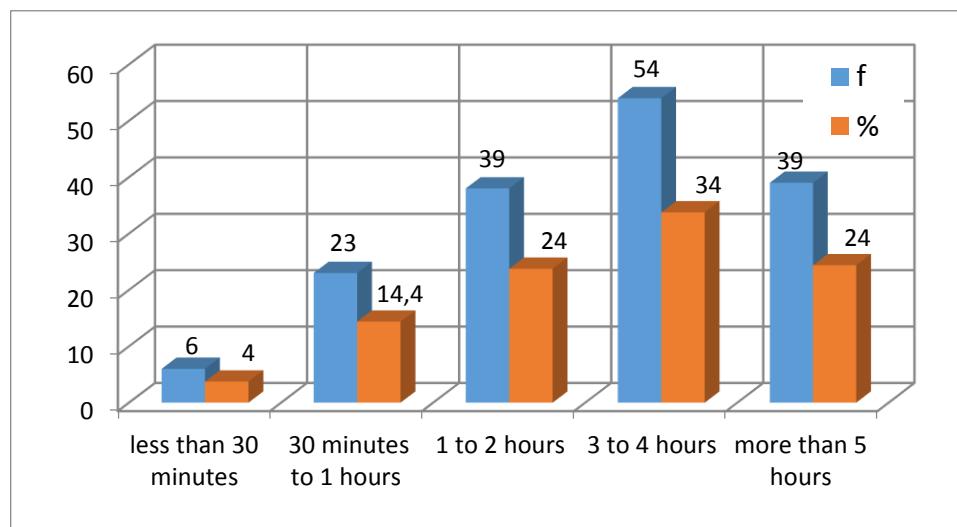
According to Figure 2, 21% of the participants are undergraduate students, 26% are students enrolled to graduate programs (master/PhD), and 53% are music teachers, who serve in Turkey.

Figure 3. Distribution of the participants according to Internet use frequency



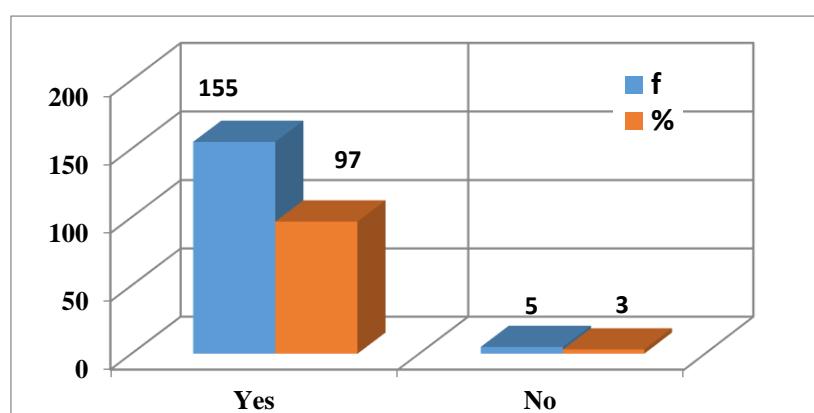
According to Figure 3 in general, all of the pre-service and in-service music teachers, who participated in the present research use Internet everyday.

Figure 4. Distribution of the participants according to duration of their daily use the Internet



According to Figure 4, 34% of the participants use the Internet for 3 to 4 hours a day, 24% use more than 5 hours, 24% use 1 to 2 hours. These are followed by 14% of the participants with 30 minutes to 1 hour, and 4%, who use Internet less than 30 minutes a day.

Figure 5. Distribution of the participants according to their access to Internet



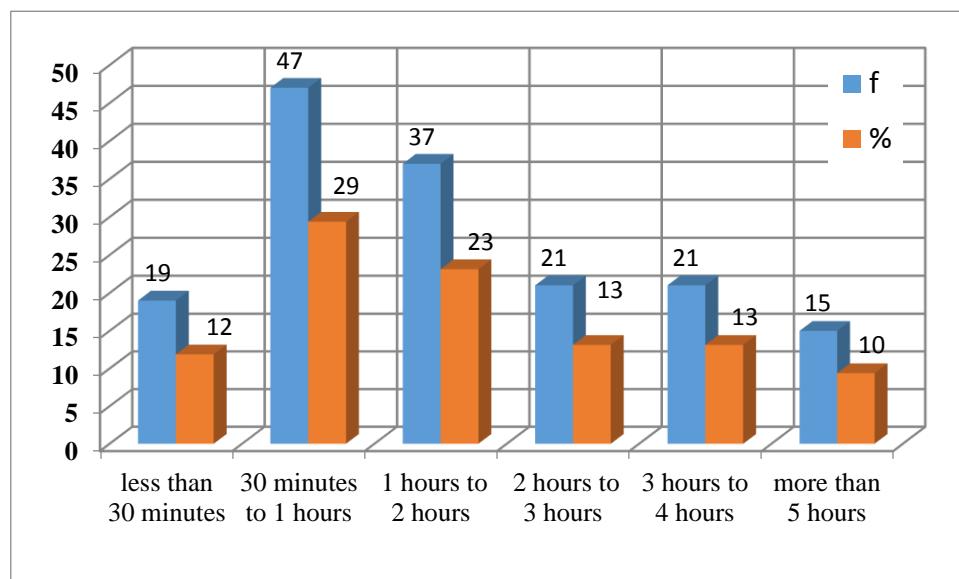
According to Figure 5, 97% of the participants (almost all) have adequate opportunities to access the Internet.

Distribution of the participants by the institution graduated from/gender shows that, most of the female participants study or graduated from the departments of music teaching, while half of the participants are in-service music teachers, and the other half is formed by undergraduate and graduate students with similar ratios. Almost all of the participants use the Internet everyday, don't have problems about access to the Internet, and most of them use the Internet for more than 3 hours a day.

4. FINDINGS AND INTERPRETATION

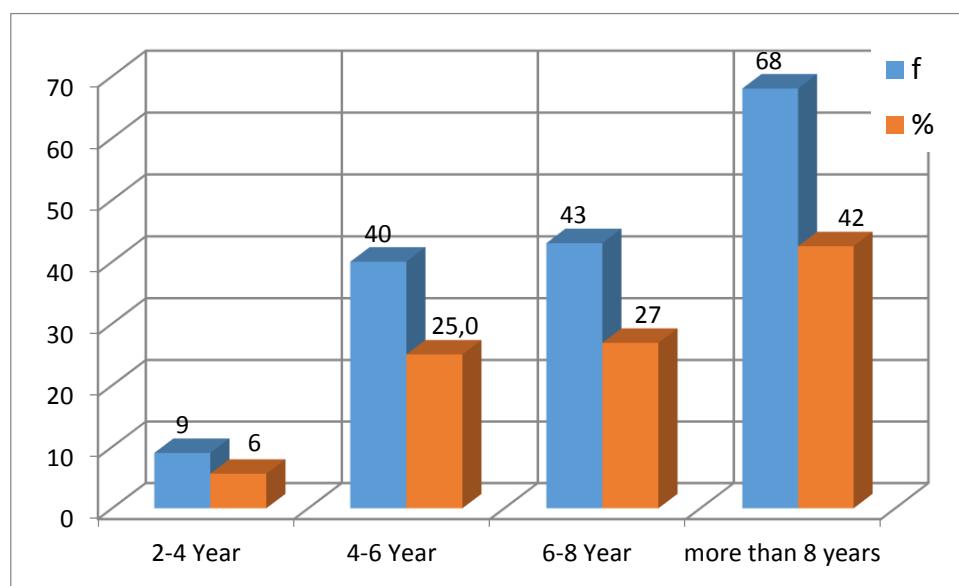
4.1. Findings Related to Social Media Using Habits

Figure 6. Distribution of the participants according to the time they spend on social networks



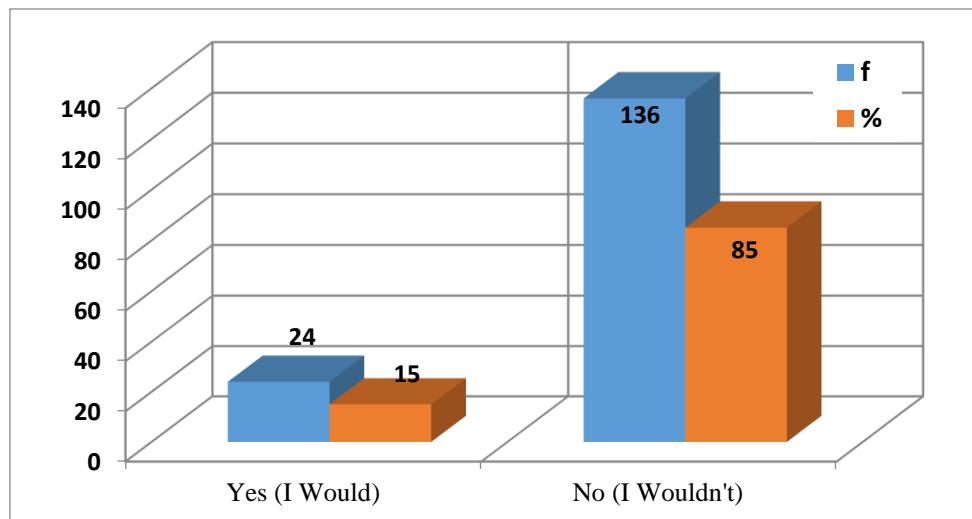
As presented in Figure 6, 29% of the participants spend 30 minutes to 1 hour on social networks and 23% spend 1 to 2 hours. Following this, 13% spend 2 to 3 hours, 12% spend less than 30 minutes, and 10% spend more than 5 hours. Accordingly, music teachers spend an important part of their online time on social media.

Figure 7. Distribution of the participants according to the length of time they have been using social media



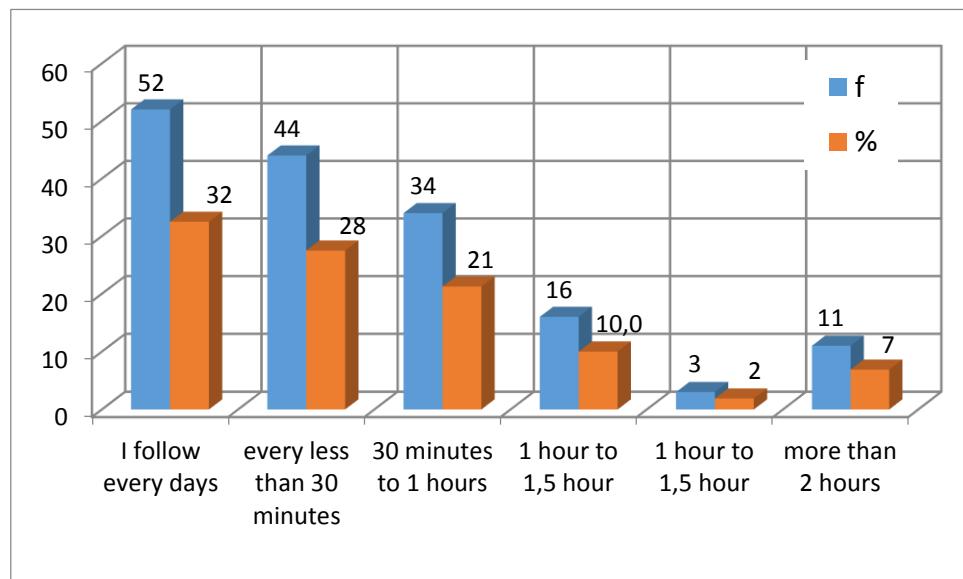
According to Figure 7, 42% of the participants have been using the social media for more than 8 years, 27% have been using for 6 to 8 years, and 25% have been using the social media for 4 to 6 years. Accordingly, most of the music teachers, who participated in the present research, have been using the social media since the time it emerged.

Figure 8. Distribution of the participants according to their answer to the question “If you had time, would you like to spend more time on social media environments?”



As can be in Figure 8, 15% of the 160 participants stated that, they would like to spend more time on social media, if they had time, while 85% answered no, considering that they spend enough time on social media.

Figure 9. Distribution of the participants according to their frequency of listening to music and watching the videos shared on social media



According to Figure 9 above, 32% of the participants listen to music and watch videos shared on social media every few days; 28% watch less than 30 minutes everyday, and 21% for 30 minutes to 1 hour everyday. These are followed by 10% who follow this kind of contents for 1 to 1.5 hour, and 2%, who spend 1.5 to 2 hours everyday. Therefore, 60% of the participants in total follow the music and videos every few days or less than 30 minutes a day, forming the major of the participants. Accordingly, it can be suggested that music teachers don't follow music or video contents at the level expected from them.

Figure 10. Distribution of the participants according to their priority of using social media web sites

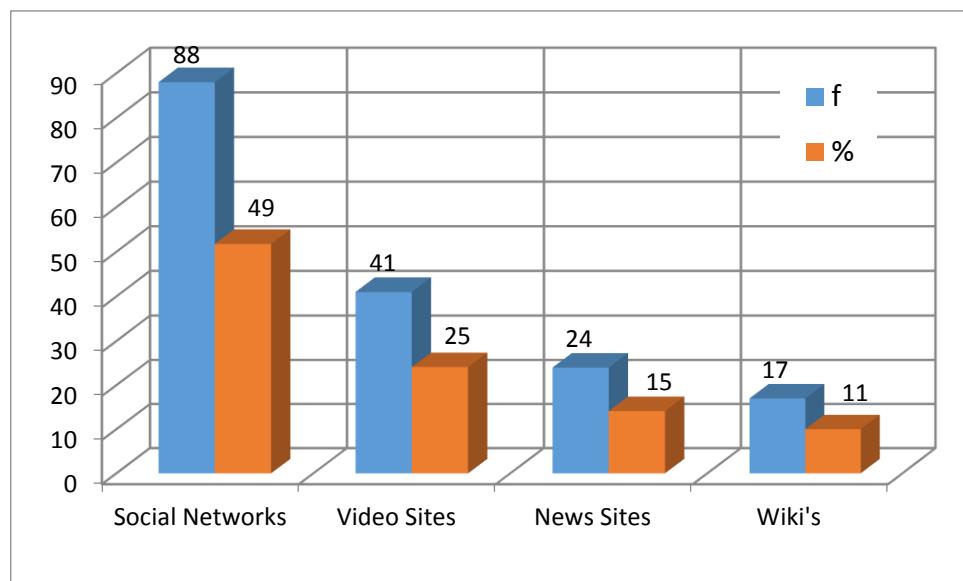
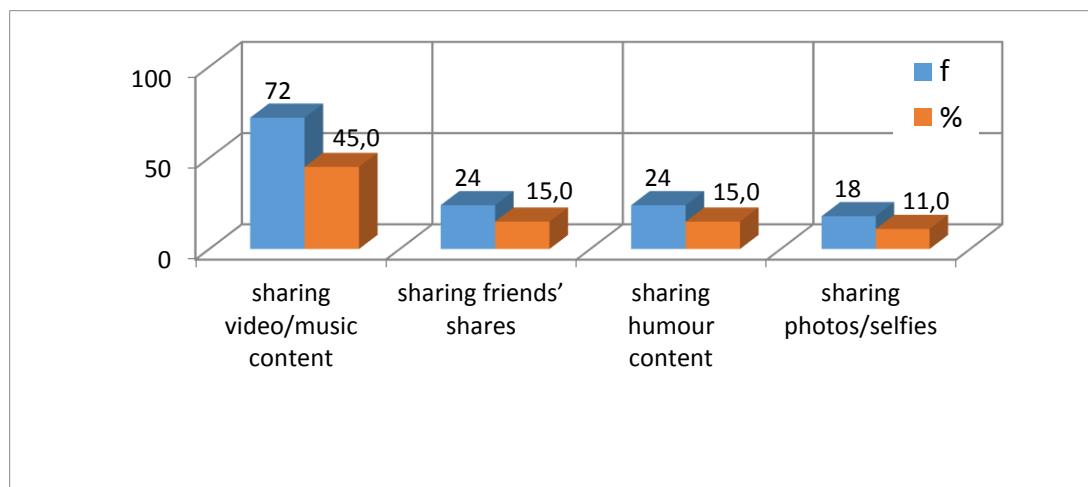


Figure 10, presents which social media web sites participants use primarily. Almost half of the participants (49%) stated that they prefer social networks, such as “Facebook and Twitter” primarily. Following this, 25% of the participants prefer “video sharing web sites”, 15% follow news web sites, and 11% prefer “Wikis”. Apart from these, some of the participants follow other social media platforms, such as business networks, forums, and blogs. Accordingly, most of the participants’ priority is social networks, while the other half has some other preferences in social media use.

Figure 11. Distribution of the participants according to the content of what they share on social media



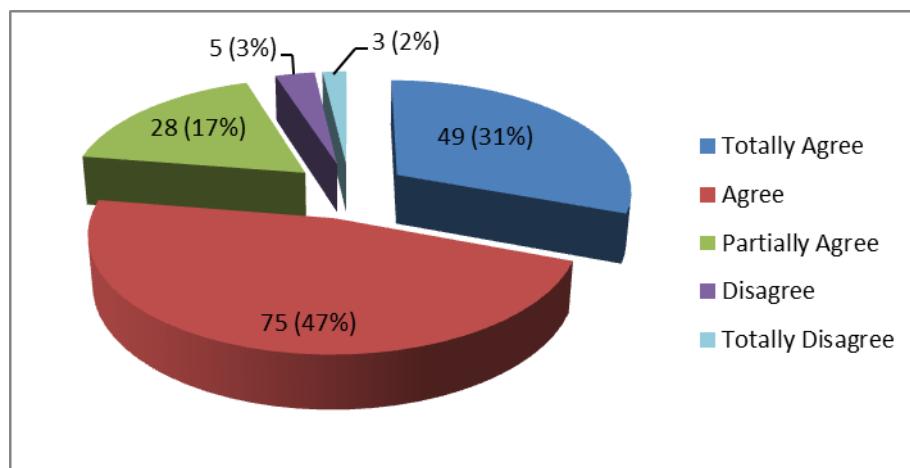
According to Figure 11, participants mostly share video and music content primarily (45%); following this 15% share what their friends share; and 15% share humour contents. Lastly, 11% share photos/selfies primarily. Accordingly, we can suggest that as music teachers mostly prefer sharing music content on social media, their profession is an important indicator of their social media use.

As a general review of the data related to in-service and pre-service music teachers’ habits of using social media; participants spend an important part of their online time on social media, they have been using social media for a long time, they think they spend enough time on social media, they don’t follow music and video contents at the level expected from them, but they prefer sharing video and music content. They primarily prefer social networks in their social media use, but they also use other social media environments.

Habits, defined as conditioned behaviours, appearing as a result of occurrence of the same behaviour always in the same way, can be observed in pre-service and in-service music teachers social media use as well. Behaviours, such as using social media for a long time, repeating the sharing can be considered as the indicators of habits.

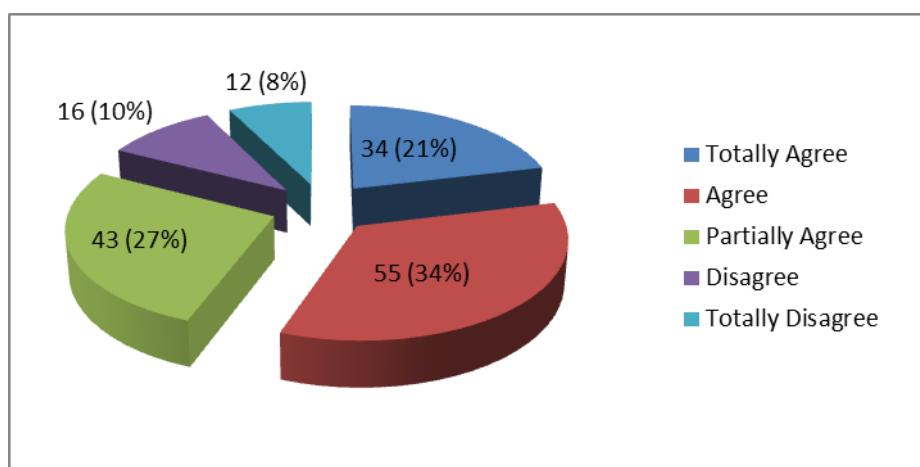
4.2. Findings Related To Social Media Using Purposes

Figure 12. Distribution of the participants according to using the social media with the purpose of “staying in-touch with friends”



As can be seen in Figure 12, 47% of the music teachers stated that they “agree” that they use social media to stay in-touch with their present friends; while 31% totally agree in that statement. According to this positive trend, an important part of music teachers use social media to stay in-touch with their friends. Therefore, considering that music teachers are with friends with other music teachers as a result of their university experience, we can assume that they use social media to share content related to their profession.

Figure 13. Distribution of the participants according to using the social media with the purpose of “researching on school projects and tasks”



As presented in Figure 13, 34% of the participants agree that “they use social media to research on school projects and tasks”, while 27% “partially agree”, 21% “totally agree”, 10% “disagree”, and 8% “totally disagree”. Accordingly, half of the music teachers, who participated in the present research, expressed positive opinions about the item questioning their using media for professional purposes, and 45% expressed negative opinions on the subject. Accordingly, music teachers, who participated in the present research, didn't express a distinct opinion about using social media for professional purposes.

Figure 14. Distribution of the participants according to using the social media with the purpose of “examining educational groups and activities”

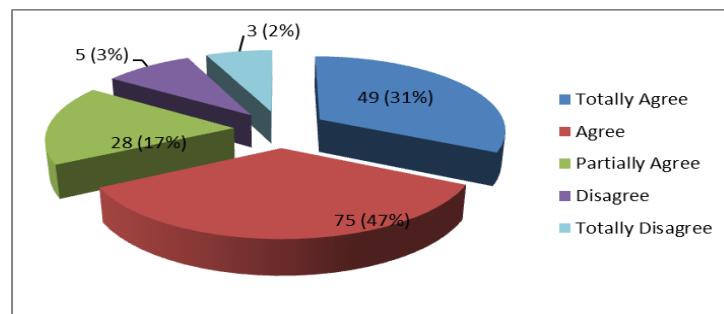
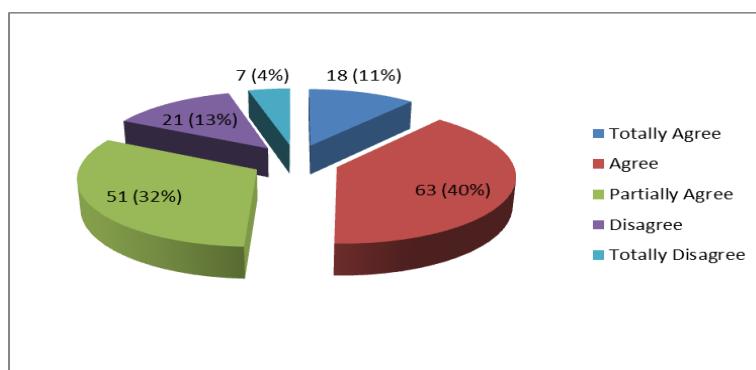


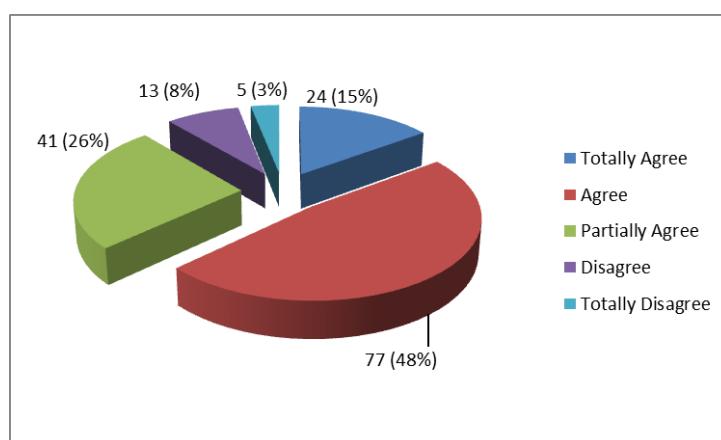
Figure 14 shows that 40% of the participants “agree” that they use social media to examine educational groups and activities, while 36% “totally agree”; who form an important part of the sample of the present research. These are followed by 19%, who “partially agree”, and 5% who “disagree” and “totally disagree”. Accordingly, we can suggest that, most music teachers follow social media environments where information and activities related to their profession are shared.

Figure 15. Distribution of the participants according to using the social media with the purpose of “sharing ideas for others”



According to Figure 15, 40% of the participants “agree” that they use social media to share their ideas with others, while 32% “partially agree”, 13% “disagree”, 11% “totally agree”, and 4% “totally disagree”. Accordingly, almost half of the music teachers, who participated in the present research, use social media to share their ideas with others. Additionally, that one of every three music teachers has an uncertain idea about sharing ideas on social media may indicate that there is a certain amount of abstention.

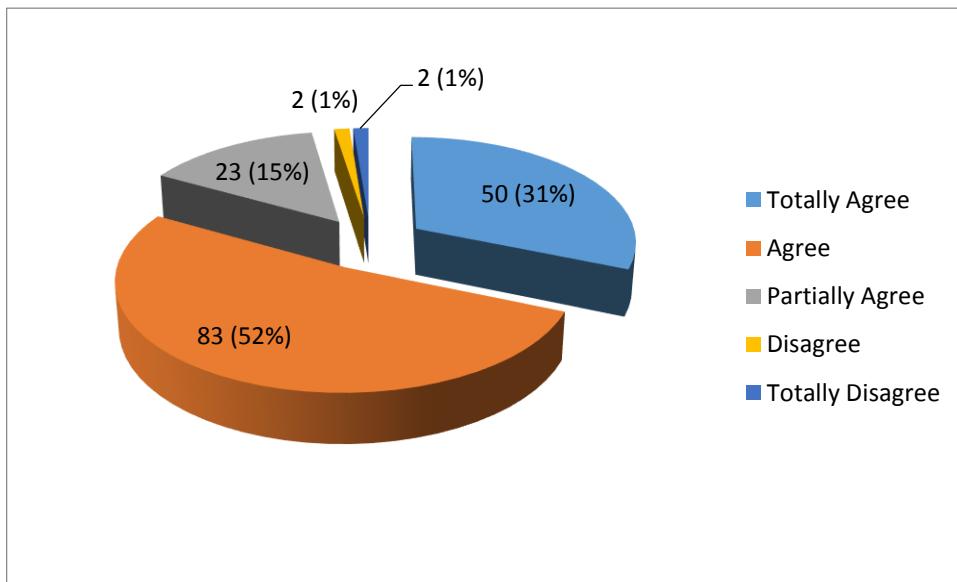
Figure 16. Distribution of the participants according to using the social media with the purpose of “sharing liked content (video, photo, note ...etc.)”



As can be seen in Figure 16, 48% of the participants “agree” that they use social media to share content they like (video, photo, note...etc.), and 26% “partially agree”, which form an important part

of the sample of the present research. Adding the 15%, who “totally agree”, also representing the positive trend, we can claim that an important part of the music teachers use social media to share the content they like.

Figure 17. Distribution of the participants according to using the social media with the purpose of “finding different information and ideas”



According to Figure 17, 52% of the participants “agree” that they use social media to find different information and ideas, while 31% “totally agree”. Total of these two, 83% present a positive trend about this purpose. Accordingly, we can claim that music teachers are open to new ideas. Additionally, they consider social media as a platform, which provides opportunities to encounter different information and ideas.

As a general review of the data related to pre-service and in-service music teachers' purposes of using social media, they use social media to stay in-touch with their friends, they don't present a distinct trend in using social media to research on school projects and tasks, they use it to follow educational groups and activities, some use it to share their ideas with other, and some to share the content they like, and finally an important part of the participants use social media to find different ideas and information.

5. DISCUSSION AND CONCLUSION

Information technologies, which gained great importance in 20th century, have become an integral part of daily life, in socialization and information exchange in the first quarter of the 21st century. Social media environments, where people can share any kind of information, is one of the most important outputs of the developments in information technologies, and provided new and exciting starting points in access to information.

This technological opportunity has created new occasions in access to various audio-visual materials, which are among the basic materials of music education. For these reasons, considering the positive opinions of teachers and managers, serving in different branches of education (Menteşe, 2013), the opportunities provided to music education by social media environments should be discussed. Taking the objectives stated above into account, the present research discusses the opportunities music teachers can use the materials in question in the most appropriate way in their classrooms.

Findings of the present research, related to participants' habits of using social media show that, music teachers spend an important part of their online time on social media, they have been using social media for a long time, and they think they spend enough time in social media. These findings suggest that, all pre-service music teachers studying undergraduate or graduate degrees, and also the in-service music teachers have been active users of social media for a long time. Therefore, assuming

that social media can offer pedagogical suggestions and opportunities, music teachers, as active users, can have a place in the centre of these opportunities.

Another interesting finding related to the Internet use habits is that, music teachers don't follow music and video contents, as expected from their professional status, but they share video and music content. Besides, a previous research found that music teachers used YouTube to search for the pieces they played (Orhan, 2012). Therefore, music teachers may be preferring choosing the content consciously, instead of following these contents. The reasons for these different tendencies should be a subject matter for further studies on the use of audio-visual materials in social media environments.

The finding of the present research, that music teachers prefer social networks over other social media platforms, is in agreement with the findings of other studies on social media use (Dikme, 2013).

Habits, defined as conditioned behaviours, appearing as a result of occurrence of the same behaviour always in the same way, can be observed in pre-service and in-service music teachers social media use as well. Behaviours, such as using social media for a long time, repeating the sharing can be considered as the indicators of habits. The easy access to Internet in the recent years also resulted in some negative behaviours. Developing opportunities "may form a basis for social, psychological, and economical problems among individuals" (Filiz et al., 2014). Most of pre-service music teachers, who participated in the present research, use the Internet for more than 3 hours a day. This finding may be an indicator of Internet addiction, which should be further studied.

The findings on the purposes of using social media show that, music teacher use social media to stay in-touch with their friends, they don't present a distinct trend in using social media to research on school projects and tasks, they use it to follow educational groups and activities, some use it to share their ideas with other, and some to share the content they like, and finally an important part of the participants use social media to find different ideas and information. Therefore, defining motivations to share this kind of contents, their place, and content can be the subject matter for further studies. For instance, defining the quality of the content music teachers share in social media with their friends, and the agreement between this content and professional expectation can provide researchers with new ideas.

Another interesting finding of the present research is that, an important amount of the teachers use social media to find different information and ideas. This finding presents a profile about the professional qualities of music teachers, and suggests that music teachers try to improve themselves, are open to new ideas, and extravert. This profile indicates that, music teachers can interact with constantly changing and developing social media. That social media is a platform where audio-visual materials, as the basic materials of music education, can strengthen this interaction. In this context, music education comes to the fore as one of the disciplines, in which social media can be most effective in education.

In addition, music teachers don't present a distinct tendency in using social media to research on school projects and tasks. Previous researchers also found that social media is not used in education much (Yılmaz, 2014; Filiz et al., 2014; Özbay, 2015). Therefore, academicians should raise awareness among music teachers that social media is of importance as an educational tool.

Most of the participants of the present research are female. The findings on the relationship between gender and social media use suggest that female university students are more interested in using social media to reach academic information belirlenmiştir (Ada, Çiçek and Kaynakyeşil, 2013; Mazman, Usluel, 2011; Koçer, 2012; Bostancı, 2010). The relationship between gender and other variables can be the subject matter for further researches in music education.

REFERENCES

Acar, S., Yenmiş, A. (2014). Eğitimde Sosyal Ağların Kullanımına İlişkin Öğrenci Görüşlerini Belirlemeye Yönelik Bir Araştırma: Facebook Örneği. Ejovoc: Electronic Journal of Vocational Colleges, 4(3), 55-66.

Ada, S., Çiçek, B., ve Kaynakyeşil, G. (2013). Çevrimiçi sosyal ağ sitesi kullanımını etkileyen motive edici faktörler üzerine bir araştırma. In Academic Informatics Conference, Antalya.

Andersen, P. (2007). What is Web 2.0?: Ideas, technologies and implications for education. Bristol, UK: JISC.

Balaman, F. ve Karataş, A. (2012). Lise Öğrencilerinin İnternet Ortamında Sosyal Paylaşım Sitelerini Kullanım Amaçları ve Sosyal Paylaşım Unsurları. Journal Of Life Sciences, 1(1), 497-504.

Bostancı, M. (2010). Sosyal Medyanın Gelişimi ve İletişim Fakültesi Öğrencilerinin Sosyal Medya Kullanım Alışkanlıkları. Erciyes Üniversitesi, Yayımlanmamış Yüksek Lisans Tezi.

Chong, E. K. (2011). Blogging transforming music learning and teaching: Reflections of a teacher-researcher. Journal of Music, Technology & Education, 3(2-3), 167-181.

Dikme, O. (2013). Üniversite Öğrencilerinin İletişimde ve Günlük Hayatta Sosyal Medya Kullanım Alışkanlıkları: Kadir Has Üniversitesi Örneği. Kadir Has Üniversitesi, Yayımlanmamış Yüksek Lisans Tezi.

Draper, P. (2008). Music two-point-zero: music, technology and digital independence. Journal of Music, Technology & Education, 1(2-3), 137-152.

Ekici, M., Kıcıci, M. (2012). Sosyal ağların eğitim bağlamında kullanımı. Uşak Üniversitesi Sosyal Bilimler Dergisi, 5(2), 156-167.

Engin, A.O., Özgen, Ş., Bayoğlu, V. (2009). Öğrencilerin Okul Öğrenme Başarılarını Etkileyen Bazı Temel Değişkenler. Kafkas Üniversitesi, Sosyal Bilimler Enstitüsü Dergisi, 3, s.125-156

Filiz, O., Erol, O., Dönmez, F. İ. ve Kurt, A. A. (2014). BÖTE Bölümü Öğrencilerinin Sosyal Ağ Siteleri Kullanım Amaçları ile İnternet Bağımlılıkları Arasındaki İlişkinin İncelenmesi. Journal of Instructional Technologies & Teacher Education, 3(2).

Folkestad, G. (2006). Formal and informal learning situations or practices vs formal and informal ways of learning. British journal of music education, 23(02), 135-145.

Gooding, L. F., Yinger, O. S., & Gregory, D. (2014).# Music Students College Music Students' Twitter Use and Perceptions. Update: Applications of Research in Music Education.

Grant, N. (2008). On the Usage of Social Networking Software Technologies in Distance Learning Education. In K. McFerrin, R. Weber, R. Carlsen & D. Willis (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2008 (pp. 3755-3759). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Grossman, L. (2006). You-Yes, You-Are TIME's Person of the Year. <http://content.time.com/time/magazine/article/0,9171,1570810,00.html> 11.09.2015 14:55

Hoffman, E.S. (2009). Designing for affect: The potential of social networking for teacher education. In 32nd Annual Proceedings of the 2009 Association for Educational Communications and Technology Convention, Selected Research and Development Papers (Vol. 1). 13.09.2015 14.25.

İşman, A., Albayrak, E. (2014). Sosyal Ağlardan Facebook'un Eğitime Yönelik Etkililiği. Trakya Üniversitesi Eğitim Fakültesi Dergisi, 4(1), 129-138.

Kaplan, A.M., Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. Business Horizons, 53, 59-68.

Kayri, M., veÇakır, Ö. (2010). An Applied Study on Educational Use Of Facebook as a Web 2.0 Tool: The Sample Lesson Of Computer Networks And Communication. International Journal of Computer Science & Information Technology, 2(4), 48-58.

Koçer, M. (2012). Erciyes Üniversitesi Öğrencilerinin İnternet ve Sosyal Medya Kullanım Alışkanlıkları. Akdeniz İletişim, (18), 70-85.

Mazman, S.G. (2009). Sosyal Ağların Benimsenme Süreci ve Eğitsel Bağlamda Kullanımı. Hacettepe Üniversitesi, Yayımlanmamış Yüksek Lisans Tezi.

Mazman, S. G., & Usluel, Y. K. (2011). Gender Differences in Using Social Networks. Turkish Online Journal of Educational Technology-TOJET, 10(2), 133-139.

Menteşe, M. (2013). Sosyal Medya Ortam ve Araçlarının Eğitimde Kullanımına İlişkin Okul Yöneticilerinin ve Öğretmenlerin Görüşleri. Hacettepe Üniversitesi, Yayımlanmamış Yüksek Lisans Tezi.

Ophus, J. D., & Abbott, J. T. (2009). Exploring the potential perceptions of social networking systems in university courses. Journal of Online Learning and Teaching, 5(4), 639-648.

Orhan, Ş.Y. (2012). MeslekiçalıgeğitimimotivasyonundaYoutube.Ç.Adar (Haz.). III. Uluslararası Hisarlı Ahmet Sempozyumu: 24-26 Mayıs 2012 – Kütahya. s.743-754. Kütahya: Ekspres Matbaası.

Özbay, Ö. (2015). Sosyal Ağların Yükseköğretimde Eğitsel Amaçlı Kullanımı. Route Educational and Social Science Journal, 2(2).495-509.

Özgür, H. (2013). Sosyal Ağların Benimsenmesi ve Eğitsel Bağlamda Kullanımı Arasındaki İlişkinin Çeşitli Değişkenler Açısından İncelenmesi. Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 5(10), 169-182.

Özmen, F., Aküzüm, C., & Sünkür, M. (2012). Sosyal ağsitelerinin eğitsel ortamlardaki işlevselliği. NWSA: Education Sciences, 7(2), 496-506.

Öztürk, Ö.K., Tetik, E. (2015) Sosyal Ağ Destekli Bilişim Teknolojileri Eğitiminin Öğrencilerin Akademik Başarılarına Etkisi. NWSA: Education Sciences, 9(7), 151-168.

Öztürk, M., ve Akgün, Ö. E. (2012). Üniversite öğrencilerinin sosyal paylaşım sitelerini kullanma amaçları ve bu sitelerin eğitimlerinde kullanılması ile ilgili görüşleri. Sakarya University Journal of Education, 2(3), 49-67.

Poor, I. (2011). Improving Online Music Communities of Practice Through the Mashup of Web 2.0 Technologies. Unpublished doctoral dissertation, Bowling Green State University.

Raihan, M. A., & Shamim, M. R. (2013). Web-based Collaborative-network & Facebook in TVET to Enhance Teaching-Learning: An Edusocial Perspective. Int. J. Eng. Sci. Res. Technol, 2(11), 3353-3361.

Ruismäki, H., Juvonen, A., & Lehtonen, K. (2013). The iPad and music in the new learning environment. The European Journal of Social & Behavioural Sciences, 6(3), 1084.

Ruismäki, H., & Juvonen, A. (2009). The new horizons for music technology in music education. The Changing Face of Music Education. Music and Environment, 98-104.

Ryan, S. D., Magro, M. J., & Sharp, J. H. (2011). Exploring educational and cultural adaptation through social networking sites. Journal of Information Technology Education, 10(1), 1-16.

Salavuo, M. (2008). Social media as an opportunity for pedagogical change in music education. Journal of Music, Technology & Education, 1(2-3), 121-136.

Sarsar, F., Başbay, M. Ve Başbay, A. (2015). Öğrenme-Öğretme Sürecinde Sosyal Medya Kullanımı. Mersin Üniversitesi Eğitim Fakültesi Dergisi, 11(2), 418-431.

Sastre, J., vd. (2013). New technologies for music education. In E-Learning and e-Technologies in Education (ICEEE), 2013 Second International Conference on (pp. 149-154).

Toğay, A., Akdur, T. A., Yetişken, İ. C. & Bilici, A. (2013). Eğitim Süreçlerinde Sosyal Ağların Kullanımı: Bir MYO Deneyimi. Akademik Bilişim 2013 Konferansı Akdeniz Üniversitesi, Hukuk Fakültesi, Antalya.

Uçar, M.C. (2014). Sosyal paylaşım sitelerindeki olağanüstü çalgı performanslarının çalgı eğitimi almakta olan öğrenciler üzerindeki etkileri. S. Çevikvd. (Haz.). MÜZED BÖLGE KONFERANSI - İpekYolu'nda Müzik Kültürü ve Eğitimi: 17-19 Nisan 2014-İstanbul. s.369-374. Ankara: Sevda – Cenap And Müzik Vakfı Yayınları.

Uysal, S. (2013). Meslek Lisesi Öğrencilerinin Sosyal Medya Kullanım Amaçları ile Eğitsel Sosyal Medya Kullanımlarının Değerlendirilmesi, Bahçeşehir Üniversitesi, Yayımlanmamış Yüksek Lisans Tezi.

Waldron, J. (2012a). Conceptual frameworks, theoretical models and the role of YouTube: Investigating informal music learning and teaching in online music community. *Journal of Music, Technology & Education*, 4(2-3), 189-200.

Waldron, J. (2012b). YouTube, fanvids, forums, vlogs and blogs: Informal music learning in a convergent on-and offline music community. *International Journal of Music Education*, 1-16.

Yılmaz, E. (2014). Why do Gamers Use Facebook? A Study on Social Network Game Members in Turkey. *European Journal of Educational Technology*, 2(1), 17-29.